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ABSTRACT

The purpose of this study was to investigate the level of knowledge preservice educators (N=83) have (prior to field placement) of the diverse functions of school psychological service delivery. Various aspects of the referral process, and the perceptions preservice educators hold on the importance of several functions of service delivery were of particular interest. Relationships between level of knowledge of varying methods and perceived importance of those methods were made, as well as comparisons between regular education and special education majors. Results show significant differences between the perceptions which regular education and special education majors hold of the importance of distinct school psychological functions. Special education majors were found to place more importance on the various functions than regular education majors. Significant differences between the level of knowledge regular education and special education majors have acquired from their college education were also found. Results indicate that special education majors have acquired significantly more information about school psychological services than regular education majors. Five tables and three figures present data and statistical analysis. Three appendices present survey instruments used in this study. Contains 14 references. (Author/TS)

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SCHOOL PSYCHOLOGICAL SERVICES: PRESERVICE TEACHERS' LEVEL OF KNOWLEDGE AND PERCEPTIONS

A Research Study

Presented at the 1996 National

Association of School Psychologists

Convention in Atlanta, Georgia.

by

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March15, 1996

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Abstract

Current literature has given little attention to the perceptions educators hold of a school psychologist's role in the education process. Inaccurate perceptions of the role of the school psychologist by teachers may not only impact service delivery effectiveness, but also hinder teacher awareness of beneficial services and effectiveness in the classroom. The purpose of this study was to investigate the level of knowledge preservice educators possess, prior to field placement, of the diverse functions of school psychological service delivery. Various aspects of the referral process, and the perceptions preservice educators hold on the importance of several functions of service delivery were of particular interest. Relationships between level of knowledge of varying methods and perceived importance of those methods were made, as well as comparisons between regular education and special education majors. Results show significant differences between the perceptions regular education and special education majors hold of the importance of distinct school psychological functions. Special education majors were found to place more importance on the various functions than regular education majors. Significant differences between the level of knowledge regular education and special education teachers majors have acquired from their college education were also found. Results indicate that special education majors have acquired significantly more information about school psychological services than regular education majors. Implications for further research and training are discussed.

School Psychological Services: Preservice Teachers' Level of Knowledge and Perceptions

Periodically new research is available describing the typical practice of school psychologists (Fagan & Sachs-Wise, 1994; Sheridan & Kratochwill, 1992). Although the service delivery of school psychologists is certainly better understood than in school psychology's earlier stages, role perceptions still differ across components of service and staff groups (Abel & Burke, 1985; Bowen & Dalton, 1981; Hartshorne & Johnson, 1985). One central hypothesis emerging from this examination of role perceptions is that the school psychologist's work is substantially affected by the way in which other school personnel perceive their role, and particularly how teachers perceive the school psychologist's role (Gilmore & Chandy, 1973b). It would seem that these perceptions might determine to whom a referral is made, the type of problem referred, and the type of intervention provided. An educator with inaccurate perceptions of the role of the school psychologist may be unaware of services available to them, and in turn, go without beneficial and often much needed school psychological services.

School psychological service delivery is typically defined as or involves the administration and interpretation of psychological and educational tests and other assessment processes, planning and implementing interventions, research, in-service training, crisis intervention, counseling, and consultation (Fagan & Sachs-Wise, 1994; Hestick, 1987; Kansas State Board of Education, 1990). Primarily a school psychologist's role is reliant upon a combination of personal characteristics and professional skills, job descriptions, administration and teacher expectations, and various external forces such as legislative developments, social changes, and research findings (Fagan & Sachs-Wise, 1994). Any of these variables can directly influence the role of the school psychologist as well as the effectiveness of service delivery. For instance, administrators with training in special education or school psychology have different expectations and role perceptions than administrators without a special education or school psychological background (Mooney, 1994). These perceptions may lead to limited expectations or contribute to the role assigned to the school psychologist, and in the process, may impact service delivery effectiveness and lead to under-utilized services. Despite increases in time spent on

consultation, assessment continues to be the area where most school psychologists spend the majority of their time, and this seems to limit the role of the school psychologist to only a portion of what he or she has been trained to provide (Fuehrer, 1993).

The expectations and perceptions of teachers can also directly impact consultation effectiveness and the working relationship between the school psychologist and teacher. For example, Gilmore and Chandy (1973b) found that teachers view the school psychologist as a specialist in emotional problems whose major diagnostic procedure is testing, and who recommends treatment but does little himself. Educators who perceive the school psychologist as a "tester" may be less likely to seek help in other areas of school psychological service delivery. Research also suggests that teacher perceptions change with teacher experience. Gilmore and Chandy (1973a) found the veteran or more experienced teacher as the educator who most frequently views the school psychologist as tester, but also are more apt to use a greater breadth of services than less experienced teachers. Furthermore, both Dean (1980) and Gilmore and Chandy (1973b) found a change in teachers' perceptions of the school psychologists as a result of their teaching experience. This may indicate that veteran teachers have more skills in using the psychologist effectively, and less experienced or even preservice teachers are possibly less aware of the services available to them from school psychologists. This consideration has prompted researchers to focus on training needs of teachers to achieve successful consultation (Bowen & Dalton, 1981; Dean, 1980; Gilmore & Chandy, 1973a; Gilmore & Chandy, 1973b).

Often teachers do not seek classroom interventions when making a referral, and many view the psychologist as the one who will remove the problem from the classroom, rather than the one who can help the child succeed in the classroom and the teacher succeed with the child (Johnston, 1990). This under-utilized or unsuccessful consultation can stem from little or no consultee (teacher) training. Typically, preservice teacher education provides little training in consultation and all too often school psychologists fail to provide inservice training on consultation to teachers. This idea was supported by Kratochwill and Van Someren (1985) who outlined one barrier in behavioral consultation as little (if any) consultee training for teachers. Current literature emphasizes inservice training as one method of facilitating consultation and

increasing the effectiveness of school psychological service delivery (Dean, 1980; Johnston, 1990; Kratochwill & Van Someren, 1985). Likewise, Sheridan and Kratochwill (1992) emphasized the importance of consultee training, such as teacher inservices, in obtaining more successful consultative efforts.

The need for more understanding of the consultation process in order for teachers to fulfill their role in a collaborative relationship has been supported by several researchers (Johnston, 1990; Kratochwill & Van Someren, 1985; Sheridan & Kratochwill, 1992). Clearly, teachers and psychologists need some understanding of each other's professional focus and services, which involves working together and sharing expertise to provide the best services to children in need. Lack of consultation training and faulty role perceptions can lead to inaccurate expectations and under-utilized psychological services which in turn results in unnecessary assessments, waste of time and money, and provides less effective services to children. It is argued that inservice training can increase the effectiveness of school psychologist/teacher consultation and even change teacher perceptions.

An important area often overlooked in the literature when training educators is mentioned is the idea of how and when understanding of the school psychologist's role should be taught. Beginning one's first teaching placement can be quite a nerve racking experience. Services from a school psychologist can become an invaluable support for a new educator with many fears and frustrations about teaching students with diverse learning styles, dealing with behavior problems, and understanding the special education process. But how does a preservice educator learn about the school psychological services available to them? What perceptions do preservice educators hold of the importance of varying methods of school psychological service delivery? The purpose of this study was to investigate: (a) the level of knowledge preservice teachers possess, prior to field placement, of the various functions of school psychological service delivery; (b) preservice teachers' perceptions of the importance of varying methods of school psychological service delivery; (c) the relationship between preservice teachers' level of knowledge of varying methods of service delivery and their perceived importance of those methods; (d) the level of knowledge preservice teachers have gained through their college

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education about various aspects of the referral process; and (e) to investigate possible differences between regular education and special education majors in terms of ratings of knowledge and importance on various roles and functions of school psychologists.

Method

Sample

A sample of 83 education majors, 42 from regular education and 41 from special education, was obtained from two university campuses in the Midwest. All preservice teachers surveyed were in upper level methods courses that are typically taken prior to field placement. This was done to establish that any knowledge acquired was obtained before entering into school settings as educators and to assure that all participants were at a similar point in their training.

Procedure

A general information page developed by the researcher (see Appendix A) was added to the survey developed by Mooney (1994). The areas of school psychological services used for the survey were obtained from a recent survey of school psychologists (Fuehrer, 1993). The survey itself was expanded by this researcher to include both level of knowledge and perception semantic differential scales (see Appendix B). Ratings of five and above on the seven point scale were considered an acceptable or sufficient level of information provided. A cover letter explaining the survey and outlining directions (see Appendix C) was attached to the front of the survey. Contact was made with the Dean of the College of Education of each of the two university campuses to obtain the names of faculty who were teaching courses typically taken the semester prior to student-teaching. The surveys were then distributed to one faculty member at one campus and three faculty members at another campus. The surveys were distributed and collected within the same class period by the four faculty members and then returned by mail to the researcher.

Data Analysis

The primary purpose of this study was to determine the level of knowledge and background experiences that preservice teachers have gained through their college education. Based on their knowledge, what perceptions do they hold of the types and importance of varying

methods of school psychological service delivery? Comparisons of data gathered on a seven-point semantic differential scale were made to determine relationships between the level of knowledge of school psychological services and the perceptions of varying methods of service delivery. Once the surveys were collected, they were divided into either regular education or special education majors. Three two-way ANOVA's with repeated measure on one factor were used to analyze these data: (a) the preservice teacher group, consisting of both regular and special education majors, served as the independent factor, while the level of knowledge rating of the thirteen functions of school psychological service delivery served as the dependent variable; (b) the preservice teacher group served as the independent factor, while the perceptions of importance rating of the thirteen psychological functions made up the dependent variable; and (c) the preservice teacher group served as the independent factor, while the level of knowledge rating of the six aspects of the referral process served as the dependent variable. The Pearson Product Moment Correlation Coefficient was used to determine correlations between preservice teachers' level of knowledge and perceptions of school psychological service delivery.

Results

The results indicated no significant difference between the overall level of knowledge reported by special education and regular education preservice teachers about the various functions of a school psychologist (combined means 3.557 vs. 3.767, see Table 1), F (1,81) = 0.436, $p > .05$. However, a significant difference was found between the levels of knowledge preservice teachers have acquired in the various psychological areas (see Table 1), F (12,972) = 23.942, $p < .05$. Preservice teachers, collectively, appear to be receiving more information about certain school psychological functions than other functions. As Table 1 indicates, the most instruction preservice teachers were found to receive were in the areas of assessment and MDT's. There was also a significant interaction between the type of preservice teacher and their knowledge level, F (12, 972) = 6.318, $p < .05$ (see Figure 1). Results from simple effect test indicated a significant difference between the levels of knowledge regular education preservice teachers have acquired about the thirteen areas of psychological service delivery (see Table 1), F (12, 972) = 3.565, $p < .05$. Regular education majors appear to be receiving more information

about specific psychological functions than other functions. Likewise, results indicated significant difference between the levels of knowledge special education preservice teachers have acquired in the thirteen areas of psychological service delivery (see Table 1), F (12, 972) = 26.695, $p < .05$. That is, of the information presented on school psychological functions, it appears that certain roles are highlighted more than others for both regular and special education preservice educators.

Simple effect tests also revealed a significant difference between the levels of knowledge regular education and special education majors have acquired in four specific areas of psychological service delivery. Special education majors have obtained significantly more information than regular education majors in the areas of assessment (means 4.095 vs. 5.024, see Table 1), F (1, 198.1) = 5.349, $p < .05$, Multidisciplinary Teams (means 4.048 vs. 5.122, see Table 1), F (1, 198.1) = 7.152, $p < .05$, and classroom intervention (means 3.667 vs. 4.659, see Table 1), F (1, 198.1) = 6.096, $p < .05$. Regular education majors were found to have obtained more information in the area of community contact than special education majors (means 3.405 vs. 2.561, see Table 1), F (1, 198.1) = 4.412, $p < .05$.

When comparing the perceptions preservice teachers hold about the overall importance of various functions, results showed a significant difference between the perceptions regular education and special education majors hold (combined means 4.890 vs. 5.454, see Table 2), F (1, 81) = 7.681, $p < .05$. Special education majors appear to place more importance on the various functions of a school psychologist than do regular education majors. A significant difference was found between the perceptions preservice teachers hold of the various psychological functions (see Table 2), F (12,972) = 12.803, $p < .05$. When analyzing what roles preservice teachers collectively view as the most important, results indicated that preservice teachers perceive the role of assessment as the most important function of the school psychologist. As Table 2 indicates, parent consultation was perceived as second in importance followed by classroom intervention, Multidisciplinary Teams (MDT's), follow-up on cases, and teacher consultation.

There was also a significant interaction between the type of preservice teacher and the perception of importance placed on various functions, F (12, 972) = 2.800, $p < .05$ (see Figure 2).

Results from simple effect test indicated a significant difference between the perceptions of importance regular education preservice teachers place on the thirteen areas of psychological service delivery (see Table 2), F (12, 972) = 4.520, $p < .05$. That is, regular education majors appear to place significantly more importance on specific functions of school psychological service delivery than other functions. Likewise, results indicated a significant difference between the perceptions of importance special education preservice teachers place on the thirteen areas of psychological service delivery (see Table 2), F (12, 972) = 11.083, $p < .05$.

Simple effect tests also revealed a significant difference between the importance regular education and special education majors place in seven specific areas of psychological service delivery. Special education majors placed significantly more importance than regular education majors on the areas of assessment (means 5.119 vs. 6.146, see Table 2), F (1, 274.2) = 13.410, $p < .05$, report writing (means 4.524 vs. 5.220, see Table 2), F (1, 274.2) = 6.150, $p < .05$, Multidisciplinary Teams (means 4.952 vs. 5.951, see Table 2), F (1, 274.2) = 12.677, $p < .05$, Student Assistance Teams (means 4.833 vs. 5.610, see Table 2), F (1, 274.2) = 7.660, $p < .05$, classroom intervention (means 5.143 vs. 5.829, see Table 2), F (1, 274.2) = 5.987, $p < .05$, follow-up on cases (means 5.000 vs. 5.829, see Table 2), F (1, 274.2) = 8.738, $p < .05$, and teacher consultation (means 5.000 vs. 5.756, see Table 2), F (1, 274.2) = 7.264, $p < .05$.

The level of knowledge preservice teachers have gained through their college education about various aspects of the referral process and school psychological services available to them was also investigated. The areas surveyed included the role of the school psychologist in the referral process, school psychological services available to educators, the special education referral process, Rule 51 regulations and verification criteria, Section 504 accommodation plans, and Individualized Education Plan (IEP). Results indicated a significant difference between the levels of knowledge regular education and special education majors have acquired of various aspects of the referral process in favor of special education majors (combined means 2.869 vs. 4.407, see Table 3), F (1, 81) = 24.634, $p < .05$. Special education preservice teachers appear to receive significantly more instruction about various aspects of the referral process than do regular education preservice teachers. A significant difference was found between the level of

knowledge preservice teachers have acquired in the six various aspects of the referral process (see Table 3), F (5, 405) = 26.297, $p < .05$. A significant interaction was found between the type of preservice teacher and the various aspects of the referral process, F (5, 405) = 3.974, $p < .05$ (see Figure 3). Results from a simple effect test indicated a significant difference between the levels of knowledge regular education preservice teachers have acquired among the six aspects of the referral process (see Table 3), F (5, 405) = 6.711, $p < .05$. Likewise, results from a simple effect test indicated a significant difference between the levels of knowledge special education preservice teachers have acquired among the six aspects of the referral process (see Table 3), F (5, 405) = 23.560, $p < .05$.

Simple effect tests also revealed a significant difference between the levels of knowledge regular education and special education majors have acquired in each of the six aspects of the referral process. Special education majors have obtained significantly more information than regular education majors about the role of the school psychologist (means 2.667 vs. 3.805, see Table 3), F (1, 225.2) = 7.664, $p < .05$, psychological services available to educators (means 2.357 vs. 3.122, see Table 3), F (1, 225.2) = 3.460, $p < .05$, the referral process (means 3.024 vs. 5.049, see Table 3), F (1, 225.2) = 24.258, $p < .05$, Rule 51 regulations and verification criteria (means 2.738 vs. 4.951, see Table 3), F (1, 225.2) = 28.975, $p < .05$, Section 504 (means 2.548 vs. 3.707, see Table 3), F (1, 225.2) = 7.956, $p < .05$, and Individualized Education Plans (means 3.881 vs. 5.805, see Table 3), F (1, 225.2) = 21.897, $p < .05$.

The final area investigated in this study was the relationship between preservice teachers' level of knowledge of varying methods of service delivery and their perceived importance of those methods. As indicated in Table 3, significant correlations were found in the areas of Multidisciplinary Team (MDT) meetings and Student Assistance Team (SAT) meetings for regular education preservice teachers. As Table 4 indicates, more areas of significance were found for special education preservice teachers. Those areas with significant correlations between level of knowledge and perceptions of importance include assessment, report writing, MDT meetings, parent consultation, SAT meetings, classroom interventions, inservice presentations, inter-agency contact, and community contact. Interestingly, the importance special education majors

place on various functions of school psychological service delivery appears closely related to the amount of information provided to them about those functions. Conversely, little relationship appears to exist between the importance regular education preservice teachers place on various psychological functions and the amount of information that has been presented to them about those functions.

Discussion

Ratings of the amount of information both regular and special education preservice teachers have received about the various functions of school psychological service delivery, in most cases, failed to reach the rating of five or above that would be considered a sufficient amount of information provided. Results indicated no significant differences between the overall level of knowledge preservice teachers possess about the various functions of a school psychologist. However, when comparing special education and regular education groups on their knowledge of particular roles of the school psychologist, significant differences were discovered between the two groups. Special educators were found to receive more information about more traditional roles of school psychologists than regular educators such as assessment, MDT's, and classroom interventions. On the other hand, regular educators were found to receive more information about more non-traditional roles of psychological service delivery such as community contact. These findings suggest that even though differences exist between what functions of school psychologists regular education and special education preservice teachers are being instructed on, very little information about school psychological services is being taught to preservice educators. According to Sheridan and Kratochwill (1992), there is currently a need for more understanding of the consultation process by practicing educators in order for them to fulfill their role in a collaborative relationship. This finding would suggest that often practicing educators do not possess the knowledge of various school psychological functions, and have not received necessary training from their formal educations.

Another point of interest is evident from the level of knowledge preservice educators possess. Significant differences between the level of knowledge regular education and special education preservice teachers have acquired were only found in four of the thirteen psychological

service delivery areas. It would seem that special education teachers, who are typically more involved in the referral process, assessment and placement of children with special needs than regular education teachers, would receive more information from their formal training about school psychological services than regular education preservice teachers. Although the amount of knowledge did not vary as much across different roles as would be expected, preservice teachers ratings of importance did. Special education preservice teachers were found to perceive traditional roles of the school psychologist as more important than did regular education preservice teachers. Although school psychologists are struggling to expand their role, these ratings reflect an accurate perception of the current functions of school psychologists in the field today. It may be the regular educator who is more open to the school psychologist's expansion into non-traditional roles.

Significant differences were found when comparing the perceptions preservice teachers hold about the importance of various psychological functions. Although no differences were found between the overall level of knowledge regular and special education preservice teachers possess, special education preservice teachers were found to place significantly more importance on various school psychological functions than their regular education counterparts. Results indicate that preservice teachers perceive the role of assessment as the most important function of the school psychologist. Likewise, recent research has shown that school administrators perceive the role of assessment as the most important function of school psychologists (Mooney, 1994), indicating little change in the way education related personnel view the role of the school psychologist. However, on a more positive note, parent consultation, classroom intervention, MDT's, and follow-up on cases were ranked second, third, fourth, and fifth which would indicate an acceptance of the expanding role of consultation for school psychologists.

The level of knowledge preservice educators possess of various areas of the referral process were also examined. Significant differences were found between the level of knowledge special education and regular education preservice teachers possess of varying aspects of the referral process. Results indicate special education majors are receiving significantly more training about varying aspects of the referral process than do regular education majors. This information

suggests that special education teachers, who are receiving more information about the referral process, may be more inclined to fulfill their role in the collaborative process than regular educators. Again, if educators are being trained to view school psychologists in a traditional role and not educated in non-traditional roles, this may continue to foster the perception of school psychologists as gatekeepers to special education.

Relationships between the level of knowledge of varying methods of service delivery and their perceived importance were investigated for both regular and special education preservice teachers. Significant correlations were found only in the areas of MDT meetings and SAT meetings for regular education teachers, but significant correlations were found in nine different areas for special education majors. It may be possible that some regular education students did not know what a Student Assistance Team (SAT) or a Multidisciplinary Team (MDT) was, thus didn't rate them as important. The significance may be more a function of knowing the terms used in the study than an actual endorsement for those functions, which may account for the large difference between special education and regular education students. Perhaps the amount of information regular education and special education students received about the various aspects of the referral process influenced their knowledge of the terms used in this study. Future research might investigate this large difference between regular education and special education preservice teachers. In any case, these findings suggest the amount of information special education preservice teachers receive about various functions of school psychological service delivery plays an important part in the perceptions special education teachers hold on the importance of various functions. For example, if preservice teachers' training of a school psychologist's role consists solely of the role of assessment, they are more likely to perceive the role of assessment as an important function of the school psychologist.

Several important conclusions can be drawn from this study. First of all, preservice teachers seem to possess little information about a school psychologist's role, and are not receiving that information from their formal training, whether they are regular education or special education teachers. Results show that they are gaining some information about school psychological services, but in most cases, ratings failed to reach the five or above rating that would

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be considered sufficient. This may suggest that not only are consultation effectiveness and role perceptions limited by lack of inservice training from school psychologists, as current research indicates, but also by lack of formal training from colleges and universities. The need for more interdisciplinary training is clearly indicated. In order for both teachers and school psychologists to work effectively with one another, they need some understanding of each other's professional focus and services. The school psychologist has a responsibility to train personnel (e.g., administrators, teachers) that he or she works with to increase consultation effectiveness, but an interdisciplinary approach, combining different disciplines at a preservice level, should also be a goal of formal training.

Secondly, the role of assessment was perceived as the most important function of school psychologists by preservice teachers. According to Fagan and Sachs-Wise (1994), any number of variables, including administrator and teacher expectations, can directly influence the role of the school psychologist as well as the effectiveness of service delivery. Research also has shown that school psychologists are spending more time in traditional assessment at the expense of more consultative activities (Fuehrer, 1993). In order for the role of the school psychologist to change, role perceptions will have to change first. These findings suggest that teachers are entering the work force with preconceived perceptions of the school psychologist's role based upon the amount of information provided to them in their formal educations. More importantly, preservice teachers appear to be entering the work force with the perception that assessment is the most important function of school psychologist's.

Finally, results indicate that special education teachers are being familiarized with various aspects of the referral process, and more so than regular education teachers. Results also indicate a strong correlation between the level of knowledge special education preservice teachers possess about various psychological functions and the perceived importance of those functions. This suggests that if the formal education of teachers were expanded to include more non-traditional roles the school psychologist can provide, the result may be a greater awareness of the services available, and more importance may be placed upon non-traditional roles. Once again, for the role of school psychologists to change, perceptions of their role must change. It

seems that formal education may be the best catalyst for change. One way to accomplish this is through interdisciplinary training across colleges of education.

As with any research study, there are limitations to this research. First of all, there is no way of knowing if the preservice teachers will use the services they have been educated about once they enter the work force. Future studies of this area might focus on comparing preservice teachers level of knowledge of school psychological functions with their actual use of those services once in the work force. There is also a possibility that the terms used in the study were confusing to the students surveyed, and their responses may be more a function of knowing the term used than an actual endorsement for that function. The students surveyed might also have been marking inaccurate, higher responses as a way of avoiding marking a response of one or two, which would show little or no knowledge of that particular function. Future research might focus on including descriptions of the terms used to ensure understanding. Another implication for future research might be to focus on obtaining large samples of educators from different levels or disciplines to determine any differences. For example, secondary teachers, elementary teachers, special education teachers, and preschool teachers might be compared. Future research might also investigate universities that currently practice interdisciplinary teaching strategies, and then comparisons could be made with institutions not practicing interdisciplinary strategies. One last possibility for future research might focus on the effectiveness of actual training of preservice teachers in the role and function of school psychologists, and then the preservice teachers' actual use of those services once they become teachers.

Current literature continues to suggest that a school psychologist's work is substantially affected by the way in which other school personnel perceive their role. Inaccurate perceptions of the role of the school psychologist by school personnel, including teachers, may not only impact service delivery effectiveness, but also hinder teacher awareness of beneficial services. This study has shown significant differences between the perceptions regular education and special education majors hold of the importance of various school psychological functions. Special education majors were found to place more importance on traditional roles and functions than regular education majors. Significant differences between the level of knowledge regular

education and special education teachers majors have acquired from their college education were also found. These findings suggest that in addition to inservice training, interdisciplinary training at a preservice level may be another valuable method for training educators about the school psychological services available to them. Interdisciplinary training training across colleges of education may be the next step in facilitating change in the way school psychological services are delivered. Clearly, the need for more training for preservice teachers on the traditional and non-traditional roles of school psychologists is necessary.

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Appendix A

General Information Sheet

94-95 School Psychological Service Delivery

Perception Survey of Preservice Teachers

Number_____

1). School level you plan to teach (check only one)

_____Preschool
_____Elementary (K-6)
_____Secondary (7-12)
_____Special Education (K-12)
_____K-12 Specialization

2). Please rate each of the following that has been provided in one or more of your college education classes:

	Not Provided						Sufficiently Provided
Role of school psychologists in referral process	__	__	__	__	__	__	__
School psychological services available to educators	__	__	__	__	__	__	__
Referral process	__	__	__	__	__	__	__
Rule 51 regulations and verification criteria	__	__	__	__	__	__	__
Section 504 accommodation plan	__	__	__	__	__	__	__
Individualized Education Plan (IEP)	__	__	__	__	__	__	__

3). If you have learned about school psychological services from personal experience other than your college education, please describe briefly.

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_____
_____
_____

Appendix B

Knowledge and Perceptions Survey

In the left-hand column rate the amount of information your college courses have provided in each of the following areas of school psychological services. In the right-hand column rate your perception of the importance of varying methods of school psychological service delivery. If your education has provided little or no information, please answer according to your personal perceptions.

Not Provided	Sufficiently Provided	Least Important	Most Important
__:__:__:__:__:__:__	Assessment	__:__:__:__:__:__:__	
__:__:__:__:__:__:__	Report writing	__:__:__:__:__:__:__	
__:__:__:__:__:__:__	Multidisciplinary Team (MDT) meetings	__:__:__:__:__:__:__	
__:__:__:__:__:__:__	Student counseling	__:__:__:__:__:__:__	
__:__:__:__:__:__:__	Parent consultation	__:__:__:__:__:__:__	
__:__:__:__:__:__:__	Student Assistance Team (SAT) meetings	__:__:__:__:__:__:__	
__:__:__:__:__:__:__	Classroom intervention	__:__:__:__:__:__:__	
__:__:__:__:__:__:__	Follow-up on cases	__:__:__:__:__:__:__	
__:__:__:__:__:__:__	Teacher consultation	__:__:__:__:__:__:__	
__:__:__:__:__:__:__	Inservice presentation	__:__:__:__:__:__:__	
__:__:__:__:__:__:__	Inter-Agency contact	__:__:__:__:__:__:__	
__:__:__:__:__:__:__	Community contact	__:__:__:__:__:__:__	
__:__:__:__:__:__:__	Research	__:__:__:__:__:__:__	
__:__:__:__:__:__:__	Other (specify)	__:__:__:__:__:__:__	
	_____		
	_____		

Appendix C

Cover Letter

To: University of Nebraska Education Majors

From: Eric Edzards, University of Nebraska at Kearney (UNK)

Please note: If you have taken this survey in a previous class, please disregard and return it to your instructor. What follows is a survey of college education majors perceptions of delivery of psychological services in public school systems. Information is being gathered from college education majors across the state as part of a research study in fulfillment of one of the requirements of the Education Specialist degree in school psychology.

Your views regarding the method of school psychological service delivery are extremely important, and often an influential variable in how services are delivered in public schools. I am attempting to determine the amount of information your college education has provided on the various functions of school psychologists and services that will be available to you once you enter the work force, and I also want to know the perceptions you hold on the importance of varying methods of school psychological service delivery.

I would appreciate your cooperation in filling out the attached survey to the best of your knowledge. The confidentiality of your reply will be ensured and only group data will be reported. In a trial run, the survey took less than 10 minutes to complete. Remember not to put your name on the form and please return the survey to your instructor once all parts have been completed. Once again, your cooperation is greatly appreciated.

Table 1

Means and Standard Deviations of Preservice Teachers' Level of Knowledge of School Psychological Service Delivery

	Regular Education (N=42)		Special Education (N=41)		Combined	
Function	M	(SD)	M	(SD)	M	(SD)
1. Assessment	4.095	(2.010)	5.024*	(1.732)	4.554	(1.934)
2. Report Writing	3.714	(1.918)	3.683	(1.584)	3.699	(1.761)
3. MDT's	4.048	(2.171)	5.122*	(1.517)	4.578	(1.952)
4. Counseling	3.429	(1.990)	3.122	(1.596)	3.277	(1.812)
5. Parent Consultation	3.690	(1.908)	4.122	(1.549)	3.904	(1.754)
6. SAT's	3.738	(2.105)	4.439	(2.025)	4.084	(2.095)
7. Classroom Intervention	3.667	(1.886)	4.659*	(1.856)	4.157	(1.936)
8. Follow-up	3.476	(1.942)	4.098	(1.694)	3.783	(1.850)
9. Teacher Consultation	3.738	(1.878)	4.049	(1.637)	3.892	(1.770)
10. Inservice	3.095	(1.900)	2.659	(1.524)	2.880	(1.738)
11. Inter-agency	3.071	(1.882)	2.537	(1.416)	2.807	(1.689)
12. Community Contact	3.405	(1.878)	2.561*	(1.250)	2.988	(1.654)
13. Research	3.071	(1.932)	2.902	(1.819)	2.998	(1.879)
Combined	3.557	(1.983)	3.767	(1.869)		

* Indicates significant difference between Regular Education and Special Education groups at $p < .05$.

Table 2

Means and Standard Deviations of Preservice Teachers' Perceptions of the Importance of Varying Methods of School Psychological Service Delivery

	Regular Education (N=42)		Special Education (N=41)		Combined	
Function	M	(SD)	M	(SD)	M	(SD)
1. Assessment	5.119	(1.199)	6.146*	(1.001)	5.627	(1.219)
2. Report Writing	4.524	(1.349)	5.220*	(1.298)	4.867	(1.369)
3. MDT's	4.952	(1.308)	5.951*	(1.035)	5.446	(1.282)
4. Counseling	5.310	(1.389)	5.293	(1.087)	5.301	(1.249)
5. Parent Consultation	5.333	(1.569)	5.780	(0.950)	5.554	(1.319)
6. SAT's	4.833	(1.511)	5.610*	(1.187)	5.217	(1.415)
7. Classroom Intervention	5.143	(1.457)	5.829*	(1.167)	5.482	(1.365)
8. Follow-up	5.000	(1.272)	5.829*	(1.034)	5.410	(1.232)
9. Teacher Consultation	5.000	(1.380)	5.756*	(1.007)	5.373	(1.268)
10. Inservice	4.714	(1.368)	4.805	(1.347)	4.759	(1.359)
11. Inter-agency	4.405	(1.398)	4.805	(1.152)	4.602	(1.298)
12. Community Contact	4.738	(1.346)	4.902	(1.078)	4.819	(1.224)
13. Research	4.500	(1.314)	4.976	(1.297)	4.735	(1.327)
Combined	4.890	(1.407)	5.454*	(1.221)		

* Indicates significant difference between Regular Education and Special Education groups at $p < .05$.

Table 3

Means and Standard Deviations of Preservice Teachers' Level of Knowledge of Various Aspects of the Referral Process

	Regular Education (N=42)		Special Education (N=41)		Combined	
Function	M	(SD)	M	(SD)	M	(SD)
1. Role of School Psychologists	2.667	(1.821)	3.805*	(1.641)	3.229	(1.826)
2. Services Available to Educators	2.357	(1.630)	3.122*	(1.699)	2.735	(1.708)
3. Referral Process	3.024	(1.896)	5.049*	(1.622)	4.024	(2.036)
4. Rule 51 Regulations & Verification Criteria	2.738	(2.205)	4.951*	(1.886)	3.831	(2.333)
5. Section 504	2.548	(1.966)	3.707*	(2.063)	3.120	(2.096)
6. Individualized Education Plan (IEP)	3.881	(2.184)	5.805*	(1.383)	4.831	(2.070)
Combined	2.869	(2.022)	4.407*	(1.962)		

* Indicates significant difference between Regular Education and Special Education groups at $p < .05$.

Table 4

Correlation Coefficients among Regular Education Preservice Teachers' Knowledge and Perceptions of School Psychological Services (N = 42)

Various Functions	Knowledge and Importance Correlation
1. Assessment	.005
2. Report Writing	.049
3. MDT's	.344*
4. Counseling	.245
5. Parent Consultation	.186
6. SAT's	.391*
7. Classroom Intervention	.156
8. Follow-up	.096
9. Teacher Consultation	.046
10. Inservice	.166
11. Inter-agency	.206
12. Community Contact	.127
13. Research	.033

* $p < .05$

Table 5

Correlation Coefficients among Special Education Preservice Teachers' Knowledge and Perceptions of School Psychological Services (N = 41)

Various Functions	Knowledge and Importance Correlation
1. Assessment	.392*
2. Report Writing	.331*
3. MDT's	.703*
4. Counseling	.275
5. Parent Consultation	.449*
6. SAT's	.660*
7. Classroom Intervention	.581*
8. Follow-up	.177
9. Teacher Consultation	.244
10. Inservice	.490*
11. Inter-agency	.483*
12. Community Contact	.385*
13. Research	.247

* $p < .05$

Figure Captions

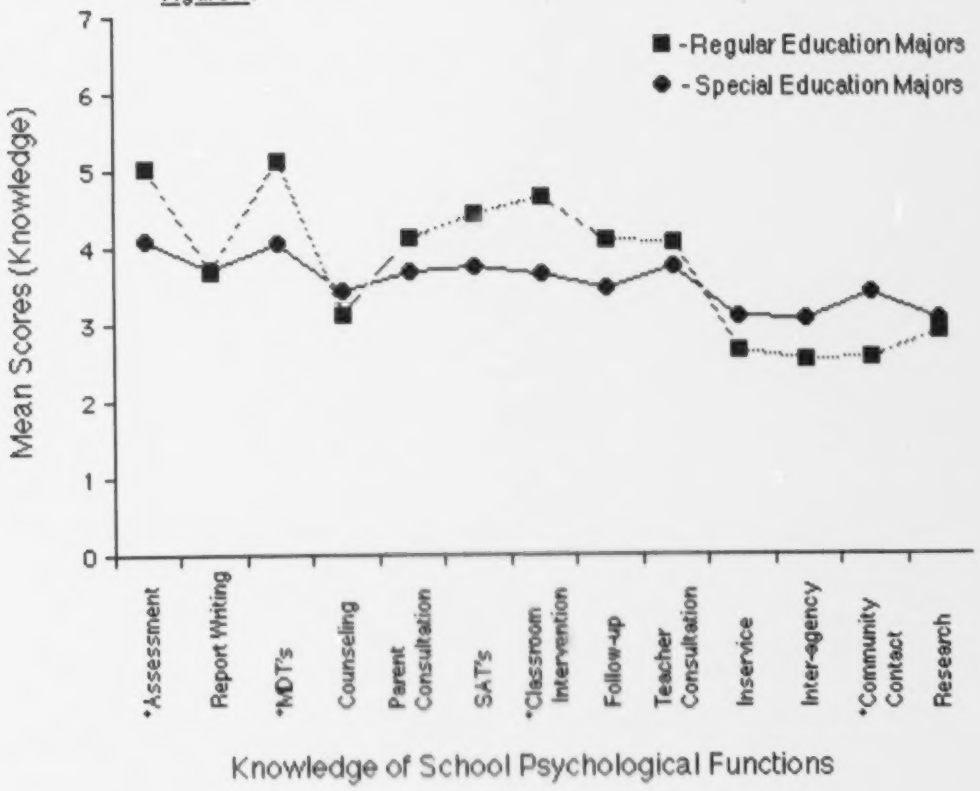
Figure 1. Mean comparisons of regular education and special education preservice teachers' level of knowledge of school psychological service delivery.

Figure 2. Mean comparisons of regular education and special education preservice teachers' perceptions of the importance of varying methods of school psychological service delivery.

Figure 3. Mean comparisons of regular education and special education preservice teachers' level of knowledge of various aspects of the referral process.

TOP

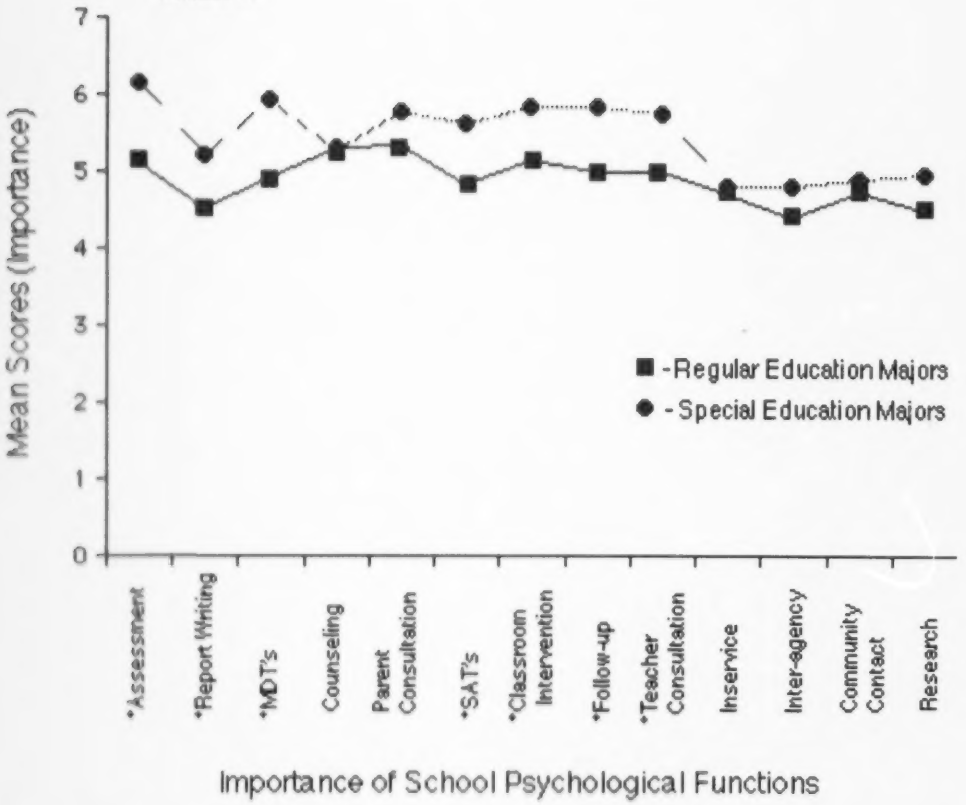
Figure 1.



* $p < .05$.

TOP

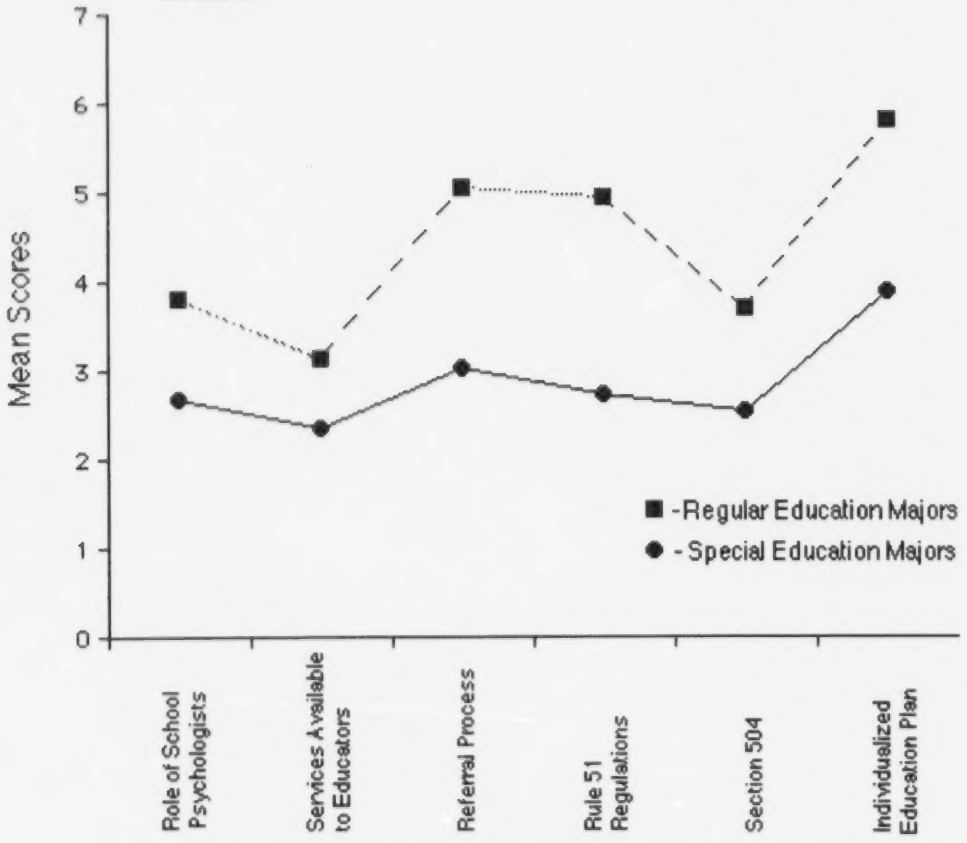
Figure 2.



* - Indicates significant difference between regular education and special education.

TOP

Figure 3.


Mean Scores
7
6
5
4
3
2
1
0
■ -Regular Education Majors
● - Special Education Majors
Role of School Psychologists
Services Available to Educators
Referral Process
Rule 51 Regulations
Section 504
Individualized Education Plan
Various Aspects of the Referral Process